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A model curriculum in social planning at the graduate level has been developed and tested as an area of study at Florida State University (FSU). The project, which lasted from early 1967 through the summer of 1968, involved (1) a workshop to review the educational needs that should be met by the proposed curriculum, (2) a second workshop that reviewed curricular dimensions and established specifications for 6 experimental courses; a course in basic principles, 3 courses designed to explore the scope of social planning from individual, group, and community vantage points, and 2 others which relate social planning philosophy to the general planning program of FSU's Department of Urban and Regional Planning, (3) implementation of the curriculum including the 6 courses, with concurrent evaluation in the form of discussions between instructors, departmental faculty, and students during the 1967-1968 academic year, and (4) a comprehensive evaluation of the curriculum in the context of long-range plans to provide social planning specialization at the master's and doctoral levels. The 6 courses are being continued on an operational basis at FSU as the core of a social planning specialization and conducted in the context of a 2-year master's degree program. The report contains course outlines, conceptual background material, and recommendations for further evolution of the new courses. (Author/WM)

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FINAL REPORT
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OE-BR

**GRADUATE CURRICULUM DEVELOPMENT FOR SOCIAL PLANNING
SPECIALIZATION IN URBAN AND REGIONAL PLANNING**

October 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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**U.S. DEPARTMENT OF
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**Office of Education
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Final Report

**Project No. 7-D-008
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**Graduate Curriculum Development for Social Planning
Specialization in Urban and Regional Planning**

**Edward E. McClure
Robert E. Graetz**

Florida State University

Tallahassee, Florida

October 31, 1968

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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**Office of Education
Bureau of Research**

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1. SUMMARY

This reports the curriculum development study which has provided the basis for an operational curriculum in social planning at Florida State University. Course outlines and other documentation of our experience are included for the interest of those in other educational settings who may be in a position to build upon the prototype features of this project.

Our long range purpose is to develop a superior educational program in the speciality of Social Planning, carried out in the context of the total program of the Department of Urban and Regional Planning for preparing generalist planners. Our procedure has involved four phases of activity:

1. An exploratory study in which the needs were reviewed in a workshop attended by five invited consultants and interested governmental representatives, together with representatives of departments and institutes at our university dealing with social sciences. This focused on the educational needs to be met by the proposed curriculum.
2. The dimensions of the experimental curriculum were established in terms of specifications for a set of experimental courses. The concepts to be covered in the courses were reviewed in a second workshop which involved most of the original consultant group.
3. The curriculum was put in effect for the academic year 1967-68. Evaluation in this live situation was carried on concurrently with each of the experimental courses.
4. A comprehensive evaluation of the social planning program was held during the closing months of the project. This occurred in the context of our long range plans to provide social planning specialization at both the master's and doctoral level. Continued evolution of courses is planned as we gain further experience with these now that they have won operational status in our curriculum. This growth process is being significantly supported by a training grant from the National Institute of Mental Health and a related extension of our course offerings involving new grant support from the Public Health Service in the field of comprehensive health planning.

Educators and other interested parties are invited to communicate with us regarding further details of the model curriculum outlined in this report, and to share with us in areas of mutual interest as we continue to explore needs, opportunities, and educational resources in the field of social planning.

II. BACKGROUND FOR THE STUDY

The Department of Urban and Regional Planning at Florida State University has the mission of preparing generalist planners with depth specialization in a functional area of planning for professional practice. Established as a graduate department within the College of Arts and Sciences, it is represented by an interdisciplinary faculty not under obligation to serve any particular traditional orientation. Thus, it is able to welcome the growing appreciation of the need for social planning as a full partner of physical planning in the urban environment.

Our review of the literature and related research in social technology led further substantiation to our general understanding of the important social stakes involved. It has become of vital concern that planners gain the educational perspectives to enable their bringing to bear the best of our nation's resources for wise, informed, and effective social planning. We found that others in government and education have been similarly impressed by the need for social planning competence in the face of a lack of training resources to equip planners in this field. In this spirit, we were awarded the present grant to design a social planning curriculum to be implemented as an area of study at Florida State University, and to be conducted as a prototype for the development of future social planning programs.

III. METHODS

Our procedure involved a four stage design. These occupied successive time periods spanning the one and half year duration of the project, from early 1967 through the summer of 1968. The four phases of activity can be summarized as having their principal focus on (1) delineation of educational needs and curriculum objectives; (2) specification of a set of experimental courses; (3) implementation of these courses in a live setting; and (4) a comprehensive evaluation of course and program experience.

Phase I

Phase I began with notification of grant award and mobilized our attention in terms of reaching out to utilize resources of knowledge, both with Florida State University (FSU) and on a national scope. We identified a group of 22 relevant departments and institutes at the university, acquainted their organizational heads and key personnel with our project objectives, and developed a working basis for cooperative effort through several planning conferences with selected representatives. Especially active in this were Walter Ehlers, Professor of Social Work; Charles Spielberger, Professor of Psychology; Kent Miller, Professor of Psychology and Research Associate, Institute of Social Research; Charles Adair, Associate Professor of Social Studies Education; and Richard Dunham, Associate Professor, Institute of Human Development.

Based on our background review of the literature and related research, a list of outstanding educators and planners were identified and contacted regarding their availability to serve as consultants. Response to this was highly positive, providing the project with an exceptionally well-qualified group of 20 nationally prominent authorities to draw upon. A number of these have actively participated in the project, either in workshop sessions or as individual consultant visitors. The first of two workshops in curriculum development was held at FSU on March 27-28, 1967. This reviewed the educational needs to be met by the proposed curriculum, involving presentations and discussions which were documented in a set of three working papers: William Loring (Public Health Service), "The Role of Social Planning: The Human Resource Aspects of Physical Planning"; Donald Michael (University of Michigan), "Goals for Social Planning Education"; and Franklin Zwaig (Wayne State University), "Social Planning Education Today: The Wayne State Experience." Other invited participants included William Pogo (HEW, Atlanta), and Richard Wakefield (NIMH).

A number of concepts and emphases raised by this group have proved especially important in guiding the development of our prototype curriculum. Loring's calling attention to studies of stress as related to housing densities and to

patterns of communication imposed by physical design alerted us to the importance of anthropological, sociological, and biological research in this area. Michael's summary of prerequisites for the education of the social planner as entailing his being "a responsibility effective planner in the future" -- with associated requirements for attitudes, skills, and perspective -- led to a critical analysis of how our curriculum design could foster this balance. Zweig's experience from the vantage point of a social planning education program developed in a social work context has been of special value in our approach to community action aspects and in developing criteria for practicum settings to supplement academic class work. Page provided us with a challenging projection of the manpower needs in social planning and related health planning programs of the federal government. Wakefield elaborated upon the interests of NIMH as expressed by its Center for Studies of Metropolitan and Regional Mental Health Problems.

Phase 2

Phase 2 built upon the initial workshop discussions, organizing a set of course outlines specified by topic coverage. These outlines were then analyzed in terms of an array of 31 topic areas derived from the discussions, plotted against a listing of the full departmental program of courses, including the newly proposed ones. This yielded a patterning of course coverage, helping to structure the agenda and serve as a line of departure for the second workshop. The 31 topics were:

- Concept of social planning
- History of social reform
- Survey of international social planning
- Societal attitudes, values, goals
- Human ecology
- Personality development and its environmental factors
- Mental health and human potential
- Dynamics of social expectations
- Societal framework for planning
- Legal basis for social planning
- Theory of social change
- Group organization
- T-group theory
- Community power structure
- Inter-group relations
- Social welfare theory
- Community mental health needs
- Social programs and agencies
- Programming techniques for human resource planning
- Determining desired social change

Formulating and testing social goal projections -- method of achievement, cost assignment and feasibility
 Applying social values to physical, economic, and political alternatives
 Implementing social plans
 Planning for public health, welfare, and community facilities
 Interaction of social factors and urban form
 Implications of urban renewal experience for social planning
 Analysis of government housing programs
 Social considerations in the production and supply of housing
 Housing as an expression of social values
 Technology and social change
 Behavioral basis of design

The second consultant workshop, held at FSU on July 27-28, 1967, included Loring, Wakefield, and Page of the earlier workshop participants, Joseph Intermaggio (United Planning Organization, Washington, D.C.), and James G. Kelly (University of Michigan). The discussions concentrated on a generalist level of principles and goals in building the curriculum, rather than further critique of substantive content of specific courses. Loring emphasized how planners should become familiar with basic behavioral science disciplines, and be trained to identify types of strategies which should be used for different population groups and physical environments. Page called attention to the educational value of critiquing some of the proposals for model cities programs. Wakefield reviewed the prospects for including training of the T-group variety; and pointed out the meaningfulness of games and simulation in getting a feel for the area of community organization. Intermaggio discussed the basic importance of field experience to learn by doing in the socially sensitive areas of intervention in the way people behave and think. Kelly emphasized the potential of psychologists in contributing to team teaching, and the value of exploring real life problems in order to operationally define for students how a program works in the field. He further extended some of the considerations advanced by Donald Michael in the earlier workshop (e.g. in the areas of attitudes and of social inventions in community living and family structure.) By the concept of "linkage of resources," he emphasized the importance of the role model provided by faculty in reaching out and drawing in all kinds of events, people, and processes representative of the planning process. (Although Frank Zweig was unable to attend the workshop because of the Detroit riots at the time, he kept in touch with us by phone. Later in the year he was able to visit, and briefed us on object lessons for social planning gained from the riot experience. He also provided a paper which presents an admirably explicit model for defining and implementing course objectives, summarized in this report as Appendix B.)

Phase 2 activities culminated in a further iteration of course specification for the prototype curriculum. This included a course in basic principles; a set of

three courses designed to explore the scope of social planning from a sequence of vantage points (individual, group, and community); and two courses which related social planning philosophy to the general planning program of the Department.

Phase 3

Phase 3 provided for testing out the prototype curriculum in the live situation represented by our planning students. The courses were required for social planning majors, and elective for others. Graduate students from other departments were also enrolled in one or more of the new courses, providing further evaluative feedback from their respective orientations in psychology, elementary education, educational management, law, anthropology, and an interdisciplinary program in mental retardation management. This testing-develop-ment-evaluation period occupied the academic year from September 1967 to June 1968. The courses are listed below by number, title, quarter given, and faculty members primarily responsible:

URPL 535A	Man and the Urban Environment	Fall	Greene, Doyle
URPL 535	Social Planning Principles	Winter	Carlgren
URPL 535B	Behavioral Bases for Planned Change	Winter	Doyle, Greene
URPL 541	Physical Environment and Social Behavior	Winter	Carlgren, Greene
URPL 535C	Policy Planning for Social Change	Spring	Elkins
URPL 531	Experiential Foundations of Planning Practice	Spring	Greene

Descriptive material for these courses, including course outlines and reference bibliographies, is provided in Appendix A.

Evaluation of the courses was conducted through discussions among the faculty, discussion between the course instructor(s) and the students, and dialogue among all three parties: instructor, departmental faculty, and students. The main vehicles for this have been: working notes on the classroom teaching experience, term paper assignments which incorporated student appraisal of course features as experienced by them, and the occasion provided by studio courses for practical expression of what had been learned. In the studio context of team problems, the team members who had taken experimental (social planning) courses were encouraged to apply social planning perspectives, and at the time of jury presentations were queried further as to their capability for relating social planning principles to the studio problems.

While design and presentation of the experimental courses occurred as scheduled, the project design was modified from its original plan to hold a formal review of project progress by a consultant group to meet at the university during the

Spring Quarter. We found this to be impractical in terms of scheduling difficulties, and less necessary than had been anticipated before we had had the opportunity to try out the courses. Evaluation of course experience from a consultation perspective was gained through discussion with colleagues from other departments and with several visitors concerning their areas of expertise. Particularly stimulating in this regard were the comments by Bertram Gross (Syracuse University) concerning social indicators and problems of building "state of the city" and "state of the state" reports in the light of the "social state of the union" reports being developed for federal government planning.

Phase 4

Phase 4 activity occupied the Summer Quarter and provided an overall evaluation of the prototype curriculum. Special attention was given to sharpening up the unique character of each of the courses by reassigning topic coverage and associated reading references in order to avoid duplication of emphases and to better insure that promising topics would not be slighted. This was accomplished within the context of a major redesign of the Department's armamentarium of course offerings, and sought to provide that all planning students would be given an appreciation during the generalist phase of their educational program for the relevance of social planning to the goals and strategies of planning practice.

IV. RESULTS AND FINDINGS

1. The project developed six new courses on an experimental basis, each carrying three quarter hours of graduate credit. More detailed course descriptions are included in Appendix A.

URPL 530 SOCIAL PLANNING PRINCIPLES (3)

Introduce the generalist planner to an intensive exploration and evaluation of social planning. Produce a broad framework to which other courses within the specialty of social planning will relate. Through readings, papers, projects, seminars, outside lecturers, and team-taught sessions, investigate the basic concepts of social planning and their history. Survey present practices. Present the determinants and dynamics of various theories of social change, along with methods of formulating and testing social goal projections, determining ways of achievement, cost assignment and feasibility. Stress the relationship of social planning to the entire process of planning, emphasizing positive alternative courses of action designed to reflect social needs in future physical development.

URPL 531 EXPERIENTIAL FOUNDATIONS OF PLANNING PRACTICE

Exploration in self-knowledge by students of urban planning and related fields. Scientific and professional considerations in a planning career. Self-assessment of intellectual, sensory, and emotional characteristics. The planner's functioning in relation to that of key individuals and organizations important to the planning process. Emphasis will be placed on the planner's development of ethical sensitivity to the social implications of his work.

URPL 532 MAN AND THE URBAN ENVIRONMENT

Basic concepts of human nature and individual development as criteria for assessing the urban environment. Urban conditions contributing to pathology and to personality growth. Challenges to the planner in the control of urban environments. Team taught, with psychology representative and others. Laboratory component provides familiarization with psychological tools relevant to the planning process.

URPL 533 BEHAVIORAL BASES FOR PLANNED CHANGE

Social context of community life. Community influences in social development, levels of health, and social adjustment. Program strategies for social control and change. Team taught, with sociology or social

psychology representative and others. Exercises based on planning issues in the broad context of community mental health.

URPL 534 POLICY PLANNING FOR SOCIAL CHANGE

Functioning of public and private organizations involved in social planning and action in the United States at the state and metropolitan levels. Importance of these agencies to the city planner and to the effectiveness of the comprehensive planning process in areas of social planning. Team taught, with social welfare representative and others. Exploration of social planning challenges through case history studies and problem simulations.

URPL 541 PHYSICAL ENVIRONMENT AND SOCIAL BEHAVIOR

The interrelationships of the physical environment and psycho-social experience and behavior. Concentrates on the scales of physical environment within the planner's concern, ranging from the street scape and public spaces to the spatial distribution of land uses and urban form. Team-taught by staff members of various backgrounds, interdisciplinary exchange is fostered. Introductory general readings expand to include surveys and experimental research as the course progresses. Original projects investigating quantifiable relationships and their impact on the planning process are required.

2. The general evaluation of experience with the prototype program (Phase 4 of our methodology) has led to further adaptation of course planning to serve the curriculum for the academic year 1968-1969. In addition to the perspective of experience, the implementation of a new area of specialization in comprehensive health planning in 1968-1969 has influenced us to rebalance our coverage of health related topics. By consolidating two of our new course offerings, this will permit social planning majors with special interest in health planning to elect one of the appropriate new courses being offered in that area. Thus, the six experimental courses have led to a curriculum in social planning as summarized in the following statement prepared for the Departmental brochure:

The specialization in Social Planning is primarily concerned with the quality of life in the urban environment, and draws heavily on the social sciences, notably psychology, education, sociology and social welfare. The focus of social planning is on both the individual and the human groups within which the individual must live. The implications for planning of various models of man and models of society are considered in detail. The behavioral basis for planned change is examined along with policy planning for public and private

social organizations. The student will be placed with a community organization or agency involved in social problem-solving and social planning during the second year, and will be required to work ten hours per week in the community action practicum.

Recommendation guidelines for adapting the experimental courses as standard course offerings for the social planning specialization during academic year 1968-1969 appear in Appendix C.

3. The design of the social planning curriculum follows Departmental philosophy in presenting a specialization area as an integral part of our master's degree program for educating generalist planners. Briefly, the first year provides a broad interdisciplinary foundation which introduces the student to the problems and potentials of the urban environment and the nature of the planning process. In-depth study during the second year provides the opportunity for the student to acquire knowledge in the specialization chosen, while continuing dialogue with students pursuing other specializations. Interdisciplinary in nature, the planning curriculum is based on professional and theoretical planning courses offered by the planning faculty. The required core curriculum consists of courses in urbanism, planning theory and methods, field planning problems, and an internship in a planning agency. Qualified students have the option of completing a thesis in their field of specialization.

All students must pass written and oral Comprehensive Examinations prior to graduation. The examinations consist of questions in four major areas: Urbanism, planning theory, methodology, and the student's specialty. Upon successful completion of the two-year program, a Master's Degree in planning is awarded. Advanced standing may be granted to those students qualified by educational training. A longer period of graduate work is required for those with deficient undergraduate preparation. Departmental resources are supplemented by allied graduate courses in economics, geography, government, sociology, psychology, social welfare and computer science. Additional depth is provided by the facilities of the Political Research Institute, the Institute of Social Research, the Urban Research Center at Titusville, and the Computing Center.

Our educational philosophy sees the generalist planner as one who has achieved an understanding of the planning process that gives him the perspective for utilizing his specialization skills with sensitive regard for the many implications of planning actions in time, space, and human impact. In our striving to develop a curriculum to deal effectively with so sweeping a concept of the planner's social responsibility, we find

ourselves concerned with qualitative factors which are only indirectly expressable in words. One of the less visible attributes of our program is an evolving relation of collegueship between faculty and students.

A chart of the complete social planning curriculum, incorporating the new specialization courses, is shown on the next page.

4. In the design of our curriculum in social planning, we have sought to formulate a conceptual position broad enough to deal with the challenge of a field involved with dynamic change and much uncertainty. Donald Michael directed our attention to the rich variety required in the development of the planner's internal environment, in his paradigm of attitudes, perspective, and skills. James Kelly and others emphasized the complementary importance of understanding the real world external environment of social conditions and the operational practices being used in working with problems of social change; seeking models for this that could be brought into the classroom experience. Franklin Zweig has developed a "practice-training paradigm" as a tentative model upon which curriculum can be built and as a vehicle for communicating practice to learners in the profession.

The building of linkages between the planner and the task environment so that he can function as an effective professional in implementing his plans remains one of the least well developed aspects of educational programs for social planning. In our prototype curriculum, we have had relatively good opportunity to check out course work involving the planner's basic development of attitudes, perspectives, and skills; including the exercise of these in case studies and studio design contexts. It is only now, at the close of this project and the opportunity for continued development under our new NIMH grant, that we have had opportunity for the practicum program (cf. Appendix C) which gives us the student work placement settings to test the social change tools outlined by Zweig (Appendix B).

5. Dissemination of benefits from the project has been aided through the involvement of nationally recognized authorities who have participated in the workshop conferences and subsequent consultation. Principal consultant contributions were documented in mimeographed form and distributed to our campus and outside mailing lists. These included: "Working Paper on the Role of Social Planning: The Human Resource Aspects of Physical Planning" (William Loring); "Working Paper on Goals for Social Planning Education" (Donald N. Michael); "Working Paper on Social Planning Education Today -- The Wayne State Experience" (Franklin Zweig); and Transcript of Summary Session, Workshop II (including comments by Loring, Intermaggio, Wakefield, Kelly, and Page). In addition, material by Zweig dealing with conceptual considerations in organizing a social planning curriculum is

URBAN AND REGIONAL PLANNING SCHEDULE, FLORIDA STATE UNIVERSITY SOCIAL PLANNING CURRICULUM, 1963 - 69.

FIRST YEAR

<u>I</u>		<u>II</u>		<u>III</u>	
*Municipal Government or Economic Analysis	3	504 History of Urban Form *Urban Sociology or Urban Geography	3	509 Planning Problems I	6
506 Urban Spatial Structure	3	503 Community Facilities Planning	3	518 Planning Information Systems	3
500 Planning and Urbanism	3	508 Planning Analysis and Techniques	3	502 Planning Legislation	3
507 Planning Methods	3		12		
501 Planning Theory in Practice	3				
Credit Hours:	15	Credit Hours:		Credit Hours:	12

- 12 -

SUMMER INTERNSHIP: Required, but no credit hours given.

SECOND YEAR

<u>I</u>		<u>II</u>		<u>III</u>	
530 Social Planning Principles	3	533 Behavioral Bases for Planned Change	3	534 Policy Planning for Social Change	3
540 Transportation Planning	3	519 Advanced Planning Problems II A	3	531 Experiential Foundations of Planning Practice or Elective	3
505 Planning Research	3	511 Planning Theory Seminar	3	571 Comprehensive Health Planning or Elective	3
535 Housing and Urban Redevelopment Seminar or Elective	3	541 Physical Environment and Social Behavior or Elective	3	510 Urbanism Seminar	3
Credit Hours:	12	Credit Hours:	12	Credit Hours:	12

One additional credit hour per quarter will be earned for required weekly practicum sessions.
Thesis (6 hours) may be chosen by selected students as elective.

*Extra-departmental courses

included as Appendix B of the present report.

A second circle of contacts with prominent social change agents was gained in response to our search for the participant consultants. A number of these people on our mailing list continue to grow more familiar to us through their contributions to the professional literature, and comprise a valued pool of potential participants in future programs growing out of the present project.

Other channels of dissemination of project results have been provided by the demonstration features of the experimental courses and the continuing existence model provided by our social planning curriculum having achieved operational status at Florida State University. References to project aims and topics of course development have been included in papers presented at professional meetings of American Society of Planning Officials (Houston, 1967), Southeastern Psychological Association (Atlanta, 1967), and the American Psychological Association (San Francisco, 1968); at a short course sponsored by the Florida City Managers' Association (Cocoa Beach, Fla., 1968); and at visits by project members to other campuses including the University of North Carolina, Harvard University, and Massachusetts Institute of Technology. A project result of important promise for practical application is represented by the graduation of our first class of master's degree planners last spring and summer, five of whom majored in the social planning specialization.

6. The project provided the pilot study basis for a training grant proposal to NIMH for continued support and extension of the social planning curriculum at Florida State University. This was approved, in revised form, for a starting date of July 1, 1968. The new NIMH grant will enable the Department to support two additional faculty members in the social planning program, and makes possible the stipend support of students involved in the extension of training resources represented by the social planning practicum placements with community and state agencies.

V. CONCLUSIONS

1. The project has accomplished its objective of formulating and conducting a prototype curriculum in social planning.
2. The prototype curriculum has demonstrated its viability as a continuing program at Florida State University.
3. The project has opened channels of continuing value in sharing experience with other researchers, university departments of urban planning, and centers concerned with social planning aspects of urban problems throughout the United States.
4. The experience in integrating requirements for social planning as a specialization area with the requirements for educating capable generalist planners has deepened our conceptual understanding of the educational challenge facing the planning field.
5. The resources provided by the project grant have proven of special value in coming at a time of Departmental growth concerned with defining the character of our program thrust and the orientation of new faculty members.
6. The wealth of material tapped by the experimental courses has produced an embarrassment of riches in the task of selecting a core program of courses to be offered within the time limits of a two year master's degree program, and has spurred efforts toward offering the Ph.D. degree in the area of social planning.
7. Several recommendations for further action are in order:
 - a. Evolution of the courses developed under this project should be continued, utilizing the evaluation resources available through the Department's new NIMH training grant in Social Planning Management.
 - b. The practicum sequence, to be tested in practice during 1968-69, should be carefully evaluated with the purpose of integrating it with the classroom courses conducted in the prototype curriculum.
 - c. Communication contacts with the project's participant consultants, the potential consultant pool, and other parties interested in social planning education should be maintained and strengthened.
 - d. Follow-up contact with our 1968 planning graduates should provide for an evaluation of the continuing effect of their involvement in the prototype social planning courses and curriculum during the 1967-68 academic year. Special attention should be given to those graduates whose employment positions include specific social planning responsibilities.

APPENDIX A

OUTLINES FOR EXPERIMENTAL CCURSES, 1967 - 1968

Social Planning Principles (URPL 505)

Experiential Foundations of Planning Practice (URPL 531)

Man and the Urban Environment (URPL 533A)

Behavioral Bases for Planned Change (URPL 533B)

Policy Planning for Social Change (URPL 533C)

Physical Environment and Social Behavior (URPL 541)

Introduce the generalist planner to an intensive exploration and evaluation of social planning. Produce a broad framework to which other courses within the specialty of social planning will relate. Through readings, papers, projects, seminars, outside lecturers, and team-taught sessions, investigate the basic concepts of social planning and their history. Survey present practices. Present the determinants and dynamics of various theories of social change, along with methods of formulating and testing social goal projections, determining ways of achievement, cost assignment and feasibility. Stress the relationship of social planning to the entire process of planning, emphasizing positive alternative courses of action designed to reflect social needs in future physical development.

COURSE OUTLINE

Introduction to the wide-ranging areas of investigation in social planning, definitional and jurisdictional conflicts. Concepts of multi-variant needs in urban social structure.

1. History of social reform. Review of factors affecting social change: political, economic, technological, religious, humanitarian, biological. How needs for social reform were created and accommodated.
2. Survey of contemporary social planning. Concentrating on the United States, analysis and evaluation of the principal federal, state and local agencies, organizations and programs. Examination of coverage, theories, coordination, trends and future implications.
3. Human resource development. Investigate manpower requirements, education and employment concepts. Using theoretical models, measure and assess future needs and methods of fulfillment: their impact on the individual and societal structure.
4. Social goal development. Formulate models of community goals. Determine appropriate areas of endeavor, interaction compatibilities and systems of evaluation.
5. Planning for social change. Analyze case studies and theories of change. Create sensitized models for various strategies in the change process. Relate to existing real situations.

TEXTS:

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Exploration in self-knowledge by students of urban planning and related fields. Scientific and professional considerations in a planning career. Self-assessment of intellectual, sensory, and emotional characteristics. The planner's functioning in relation to that of key individuals and organizations important to the planning process. Emphasis will be placed on the planner's development of ethical sensitivity to the social implications of his work.

COURSE OUTLINE

1. Humanistic Science in Planning. Its contributions to planning philosophy, theory and practice. In depth investigations of professional behavior; motivation, values, perception.
2. Scientific Method as a Model for the Planning Process. The individual as perceiver, analyzer, and agent of action. Distinction between "knowing" and "knowing about". Basic thought patterns utilized by the scientist, artist, politician, speculator, industrialist, businessman, housewife, adolescent, laborer, clerk, and others. Personal conditioning and socio-political constraints upon thought and action. Social and personal desirability of developing generalist-specialist planners.
3. Human Potential -- Implications for Planning. Evaluation of individual sensory acuities; kinesthetic and internal perception. Hazards and rewards in sensory awakening, openness to feelings and emotions, and esthetic sensitivity.
4. Cognitive Needs and Planning Practice. Interpersonal awareness and defensiveness in role-relationships: to older people, children, men, women, authority figures, Negroes, police, teachers, physicians, etc. Awareness and defensiveness in human-encounter situations. Ability of the planner in cultivating interpersonal conditions of trust and of threat to others.
5. Organizational Basis of Professional Effectiveness. The organizational position of the planning office within the community power structure. Conditions of occupational responsibility and authority which facilitate, inhibit, or prevent good planning. Organization and functioning of symbiotic effort in a planning team.

(Course Outline Continued) UPL 531

6. Group Exercises in Problem Solving. Exercises to involve role-playing and the simulation of problem situations met by the planner in his role in the community. Situations in understanding the behavior of individuals as inferrable from their character structure and their representation of social elites, special interest, etc.

TEXTS

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New York: Harper and Row, 1966.

Schutz, William C. Joy: Expanding Human Awareness. New York:
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UPL 531 Experiential Foundations of Planning Practice

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- Eldredge, H. W., William Alonso, and Paul Davidoff. "Planning as a
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Bloomington, Indiana: Indiana University Press, 1967.
- Farson, Richard E. (ed.) Science and Human Affairs. Palo Alto, Calif.:
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- Gardner, John W. Self-Renewal: The Individual and the Innovative Society.
New York: Harper and Row, 1963, 1964. First Harper Colophon
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- Jourard, Sidney M. The Transparent Self. Princeton, New Jersey:
Van Nostrand Insight, 1964.
- Kuhn, Thomas S. The Structure of Scientific Revolutions. Chicago:
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- Maslow, Abraham H. Eupsychian Management: A Journal. Homewood,
Ill.: Irwin-Dorsey, 1965.
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Polanyi, Michael. Personal Knowledge. Chicago: University of Chicago Press, 1958.

Selye, Hans. From Dream to Discovery: On Being a Scientist. New York: McGraw Hill, 1964.

Shostrum, Everett L. Man, the Manipulator: The Inner Journey from Manipulation to Actualization. Nashville: Abingdon Press, 1967.

Siu, R. G. H. The Tao of Science. Cambridge, Mass.: MIT Press, 1964.

URPL 533A. MAN AND THE URBAN ENVIRONMENT (3), I

Basic concepts of human nature and individual development as criteria for assessing the urban environment. Urban conditions contributing to pathology and to personality growth. Challenges to the planner in the control of urban environments. Team taught, with psychology representative and others. Laboratory component provides familiarization with psychological tools relevant to the planning process.

COURSE OUTLINE

1. The nature of human nature. Consideration of insights and questions from literature, philosophy, theology, poetry, folklore, and science. Psychological concepts of man and existence. Personality dynamics and character formation. The normal personality. Neurotic and psychotic reactions. (References: A,B,4)
2. Concepts of environment. Physical, socio-cultural, and bio-psychological environments. Scientific method in the understanding and control of urban environments: frames of reference; criteria for data; requisites for effective action; learning from experience. (References: A,B,1,2,7,14,17,18,19)
3. The urban environment as a matrix for human development. The human life cycle: its urban demography, phases, and life-support requirements. Structuring influences in creating and maintaining the urban environment: provision of community facilities and government; operation of private enterprise. Rationalization of human and machine environmental requirements. Function, analysis, and design of behavioral settings. (References: A,B,6,8,13,15,20,22,23)
4. The city as a generator of pathology. Environmental stresses of congestion, pollution, noise, substandard architecture. Behavioral reactions of individual and group pathology. (References: A,B,8,13)
5. The city as a generator of human potential. Levels of existence and their characteristic motivations and value orientations. The planning and management of social change. Individual and group differences in values as to the optimum environment. (References: A,B,4,11,12,16,21)
6. Psychological tools for the planner. Laboratory experiences to provide familiarization with psychological tests and assessment techniques employed by practicing psychologists. Emphasis will be upon building awareness of the relevance of these psychological tools for the planning process. Orientation to methods for evaluation of attitudes, values, intelligence, opinions, aptitudes, emotional competence; new developments in interview methods, communications techniques, and propaganda analysis. (References: A,B,2)

TEXTS: URPL 533A

- A. Bugental, James F. T. (ed.) Challenges of Humanistic Psychology. New York, McGraw Hill, 1967.
- B. Ewald, William R. (ed.) Environment for Man: The Next Fifty Years. Bloomington, Indiana University Press, 1967.

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1. Beer, Stafford. Decision and Control: The Meaning of Operational Research and Management Cybernetics, London, John Wiley and Sons, 1966.
2. Berelson, Bernard and Gary A. Steiner. Human Behavior: An Inventory of Scientific Findings. New York, Harcourt, Brace and World, 1964.
3. Bradford, Leland P., Jack R. Gibb, and Kenneth D. Benne (eds.), T-Group Theory and Laboratory Method: Innovation in Re-education. New York, Wiley, 1964.
4. Bugental, James F. T. The Search for Authenticity: An Existential-Analytic Approach to Psychotherapy. New York, Holt, Rinehart and Winston, 1965.
5. Buhler, Charlotte. "The Life Cycle: Structural Determinants of Goal Setting," J. Humanistic Psychology. Spring, 1966, pp. 37-52.
6. Cantril, Hadley. "A Fresh Look at the Human Design," in Challenges of Humanistic Psychology, J.F.T. Bugental, (ed.) New York, McGraw Hill, 1967, pp. 13 - 18.
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8. Gardner, John W. Self-Renewal: The Individual and the Innovative Society. New York, Harper & Row, 1963, 1964. First Harper Colophon edition, 1965.
9. Graves, Clare W. "Deterioration of Work Standards," Harvard Business Review, Vol. 44, September - October, 1966, pp. 117 - 120.
10. Graves, Clare W. "On the Theory of Value." Mimeographed paper, March, 1967, pp. 1 - 18.
11. Hall, Edward T. The Hidden Dimension. New York, Doubleday, 1966.

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13. Kates, R.W. & J.F. Wohlwill (ed.) "Man's Response to the Physical Environment" J. Social Issues, v. 22, October, 1966.
14. Koestler, Arthur. The Act of Creation. New York, MacMillan, 1964.
15. Kuhn, Thomas S. The Structure of Scientific Revolutions. Chicago, University of Chicago Press, 1962. First Phoenix Edition, 1964.
16. Maslow, Abraham H. The Psychology of Science. New York, Harper and Row, 1966.
17. McLuhan, Marshall. Understanding Media: The Extensions of Man. New York, McGraw Hill, 1964. First McGraw Hill Paperback edition, 1965.
18. Michael, Donald N. The Next Generation. New York, Vintage, 1963, 1965.
19. Murphy, Gardner. Human Potentialities. New York, Basic Books, 1958.
20. Seeley, John. Personal Science, in The Urban Condition. Leonard Duhl (ed.), New York, Basic Books, 1963, pp. 11 - 19.
21. (U.S.) Advisory Commission on Intergovernmental Relations, Performance of Urban Functions: Local and Areawide. Washington, D. C., USGPO September, 1963. (M-21-Revised).

Social context of community life. Community influences in social development, levels of health, and social adjustment. Program strategies for social control and change. Team taught, with sociology or social-psychology representative and others. Exercises based on planning issues in the broad context of community mental health.

COURSE OUTLINE

1. Community as a behavioral science concept and planning challenge. The individual's relation to various determinants of community: physical, political, psychological, and social. Community factors in satisfying the individual's basic security requirements and in the dynamics of social adjustment. (References: 14, 20, 22)
2. Community as a behavioral setting. Conformity and deviance in the community. Relatedness of the individual to family, peers, and social groups. Functional role of deviant behavior in the metropolitan community. Urban acculturation in various population groups. Function and design of urban behavioral settings. (References: 1, 4, 5, 11, 15, 18)
3. Community and health. Health as a measure of human well-being. Contemporary medical models of health and illness. Contemporary understanding of mental health. Historical views of community health facilities in Western and in Oriental culture. (References: 2, 8, 11, 12, 14, 16, 17, 19)
4. Planning behavioral change. Ethics and capabilities for implementing behavioral change. Social control functions of community agencies. The child as an agent of social change. Change through psychological strategies: individual therapy, group therapies, and eupsychias. (References: 10, 12, 13, 16, 17, 20)
5. Planning issues in community mental health. Program design and physical design considerations in community mental health. Elements of mental health program evaluation: effort, process, and outcome criteria. Practical problems utilizing case studies, observation, and interviews with community psychiatrists and psychologists, social workers, and others. (References: 3, 6, 7, 9, 21)

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1. Barker, Roger G. The Stream of Behavior. New York: Appleton-Century Crofts, 1963.
2. Chermayeff, Serge and Christopher, Alexander. Community and Privacy. Garden City, New York: Doubleday, 1963. Anchor Books edition, 1965.
3. Dorsett, Clyde et al. Planning, Programming, and Design for the Community Mental Health Center. New York: Mental Health Materials Center, 1966.
4. Duhl, Leonard J. The Human Measure: Man and Family in Megalopolis, in Cities and Space, Lowden Wingo, Jr. (ed.). Baltimore: Johns Hopkins Press, 1963. pp. 133-152.
5. Gans, Herbert. The Urban Villagers. New York: The Free Press of Glencoe, 1962.
6. Glasscote, Raymond M. et al. The Community Mental Health Center: An Analysis of Existing Models. Washington: Joint Information Service, 1964.
7. Gruenberg, Ernest M. (ed.). Evaluating the Effectiveness of Community Mental Health Services. New York: Mental Health Materials Center, 1966.
8. Joint Commission on Mental Illness and Health. Action for Mental Health. New York: Basic Books, 1961.
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11. Kelly, James G. Social Adaptation to Varied Environments. Paper presented in symposium "Community Mental Health: A Challenge to Traditional Diagnostic Methods", American Psychological Association, New York, September 2, 1966.
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13. Manuel, Frank E. "Toward a Psychological History of Utopias", Daedalus, Spring 1965, pp. 293-332.
14. Mowrer, O. Hobart. Identity and Community: Basic Dimensions of Mental Health. Urbana, Illinois: Mimeo MSS, February, 1964.
15. Newbrough, J. R. Planning for the Support and Management of Deviant Behavior for Optimal Community Functioning. Paper presented in symposium "The Role of the Psychologist in Planning for the New Towns", Southeastern Psychological Association. Atlanta, Georgia, April 14, 1967.
16. Rieff, Philip. The Triumph of the Therapeutic. New York: Harper and Row, 1966.
17. Sarason, S. B., Levine, Murray, Goldenberg, I. Ira, Cherlin, Dennis L., and Bennett, Edward M. Psychology in Community Settings. New York: Wiley, 1966.
18. Starr, Roger. The Living End: The City and its Critics.
19. Thornton, Esther M. (ed.). Planning and Action for Mental Health. London: World Federation for Mental Health, 1961.
20. Warren, Roland L. (ed.). Perspectives on the American Community. Chicago: Rand McNally, 1966.
21. Webb, Eugene J., Campbell, Donald T., Schwartz, Richard D., and Sechrest, Lee. Unobtrusive Measures: Nonreactive Research in the Social Sciences. Chicago: Rand McNally, 1966.
22. Webber, Melvin. Order in Diversity: Community Without Propinquity, in Lowden Wingo (ed.). Cities and Space. Baltimore: Johns Hopkins Press, 1963. pp. 23-54.

URPL 533C. POLICY PLANNING FOR SOCIAL CHANGE (3), III

Functioning of public and private organizations involved in social planning and action in the United States at the State and metropolitan levels. Importance of these agencies to the city planner and to the effectiveness of the comprehensive planning process in areas of social planning. Team taught, with social welfare representative and others. Exploration of social planning challenges through case history studies and problem simulations.

COURSE OUTLINE

1. Social agency operations. Organization, objectives, and program scope of traditional social welfare organizations, health and welfare councils, local planning groups, and community action programs. State and Federal agencies with social planning functions.
2. Social planning concern of organized groups. The stake of various interest groups in maintaining status quo or in promoting change in urban social conditions. Social values held by economically powerful groups: industry, labor, and the military. The life cycle of activist organizations.
3. Social planning scope and mechanisms. Community development and community organization. Social action, social progress, and its value assumptions. Structural interdependence of economic, social, and physical planning. Decision making and decision makers. Methods and skills in influencing agency decisions. Use of community resources in a pluralistic society. Horizontal and vertical planning contexts in relation to the city planner's role in cooperative social planning.
4. Case history in community development. Social planning problem example to illustrate methodological considerations: (1) Problem analysis, (2) Analysis of the channels of communication, (3) Location of basic sources of strength, expertise, interest, (4) Location of basic sources of discontent, weakness, ignorance, apathy, (5) Mobilization of resources and community energy around problems to be solved, (6) Management of power, and (7) Handling of conflict.
5. Case history in social invention. Example drawn from social issues such as abolition of capital punishment, legalization of abortion, or legalization of drugs. Origin and activities of reform movements. Analysis of postures in dealing with social issues by the State legislature.

TEXTS URPL 533C

1. Morris, Peter and Martin Rein. Dilemmas of Social Reform. New York: Atherton Press, 1967.
2. Frieden, Bernard J. and Robert Morris (Eds.) Urban Planning and Social Policy. New York: Basic Books, Inc., 1968.

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1. Arden House Conference, November, 1965. M. Sieberman (Ed.). The Role of Government in Promoting Social Change, Columbia University School of Social Work, 1966.
2. Arensburg, Conrad M. and Arthur H. Niehoff. Introducing Social Change: A Manual for Americans Overseas. Aldine Publishing Company, 1964.
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4. Blum, Richard and Associates. Utopias: The Use and Users of LSD-25. New York: Atherton, 1965.
5. Boguslaw, Robert. The New Utopians: A Study of System Design and Social Change. Englewood Cliffs, New Jersey: Prentice Hall, 1965.
6. Davidoff, Paul. Advocacy and Pluralism in Planning. Journal of the American Institute of Planners, XXXI, No. 4, November 1965, pp. 331-338.
7. Dyckman, John W. Social Planning, Social Planners, and Planned Societies. Journal of the American Institute of Planners, XXXII, No. 2, March, 1966, pp. 66-76.
8. Etzioni, Amitai and Eva Etzioni (Eds.) Social Change. New York: Basic Books, 1964.
9. Franklin, Richard. (Ed.) Patterns of Community Development. Washington: Public Affairs Press, 1966.
10. Fried, Albert and Richard M. Elnan. (Eds.) Charles Booth's London. New York: Pantheon, 1968.
11. Hunter, Floyd. Community Power Structure. Garden City, New York: Doubleday Anchor, 1953.

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12. Kahn, Alfred J. Planning Community Services for Children in Trouble. New York: Columbia University Press, 1963.
13. King, Clarence. Working with People in Community Action. New York: Association Press, 1965.
14. Lewis, William Arthur. Development Planning: the Essentials of Economic Policy, New York: Harper and Row, 1966.
15. Lippitt, Watson, and Westley. The Dynamics of Planned Change. New York: Harcourt, Brace, 1958.
16. Lomas, G. M. (Ed.) Social Aspects of Urban Development. London: National Council of Social Service, 1966.
17. Morris, Robert and Binstock, Robert H. Feasible Planning for Social Change. New York: Columbia University Press, 1966.
18. Niehoff, Arthur H. (Ed.) A Casebook of Social Change. Chicago: Aldine, 1966.
19. Perloff, Harvey S. New Directions in Social Planning. Journal of the American Institute of Planners, XXXI, No. 4 November, 1965, pp. 297-304.
20. Rainwater, Lee and Yancey, William L. The Moynihan Report and the Politics of Controversy. MIT Press, 1968.
21. Ross, Murray. Community Organization. New York: Harper and Row, (2nd ed.), 1967.
22. Warren, Roland. The Community in America. Chicago: Rand McNally, 1963.
23. Warren, Roland. Studying Your Community. New York: Free Press, Paperback, 1965.
24. Warren, Roland. (Ed.), Perspectives on the American Community. Chicago: Rand McNally, 1966.
25. Wilensky, Harold L. and Lebeaux, Charles N. Industrial Society and Social Welfare. New York: Russell Sage Foundation, 1958.

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URPL 541 Physical Environment and Social Behavior (3)

The interrelationships of the physical environment and psycho-social experience and behavior. Concentrates on the scales of physical environment within the planner's concern, ranging from the street scape and public spaces to the spatial distribution of land uses and urban form. Team-taught by staff members of various backgrounds; interdisciplinary exchange is fostered. Introductory general readings expand to include surveys and experimental research as the course progresses. Original projects investigating quantifiable relationships and their impact on the planning process are required.

COURSE OUTLINE

1. Basic Issues. The relation of the physical environment to the social, economic, political, institutional and other environments of man. Review general literature on the interactions of man and the natural or man-made physical environment. Evaluate various approaches.
2. Perception of Environment. Variations in perception based upon socio-economic status investigated. Correlate relative importance of different senses at different scales and situations.
3. Behavioral Settings. Determine important variables for psychological and social processes basic to human functioning at different scales and relate to physical solutions. Explore the potential of a physical environment to encourage or inhibit behavior.
4. Spatial Organization. Study the behavioral implications of alternative structuring of activity systems in the physical environment. Evaluate new town and other urban developments, illustrating their influence on behavior.
5. Policies for Physical Development. Examine behavioral impact of technologically feasible physical developments and the potential of a behavioral basis for physical planning and urban design.

TEXTS

URPL 541

Hall, Edward T. The Hidden Dimension. Garden City, N.Y., Doubleday, 1966.

Kates, R. W. and Wohlwill, J. F. (eds.) "Man's Response to the Physical Environment." The Journal of Social Issues, Vol. XXII, No. 4, October, 1966.

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3. Baker, A., Davies, R.L., and Sivador, P. Psychiatric Services and Architecture. Geneva: World Health Organization, 1959.
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5. Ewald, William R. (ed.) Environment for Man. Bloomington, Ind., Indiana University Press, 1967.
6. Fiske, D. W. and Maddi, S. R. (ed.) Functions of Varied Experience. Homewood, Ill.: Dorsey Press, 1961.
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8. Gibson, James J. The Perception of the Visual World. Boston: Houghton Mifflin, 1950.
9. Goffman, Erving. Behavior in Public Places. New York: Free Press of Glencoe, 1963.
10. Kepes, Gyorgy. (ed.) Education of Vision. New York: George Braziller, 1961.
11. Ittelson, William H. Visual Space Perception. New York: Springer, 1960.
12. Searles, Harold. The Non-Human Environment. New York: International Universities Press, 1960.

APPENDIX B

A PRACTICE-TRAINING PARADIGM (ZWEIG)

In an unpublished paper, "A Conceptual Backdrop for Social Planning Education," Franklin Zweig emphasizes the criterion of choice as the central factor in professional competence. He points out that the professional is prepared to explicate the many possible alternatives to action inherent in a given problem situation, and subsequently can choose a course of action based upon rational calculation of relevance, conceptual justification of the relation of means to ends, and estimate of probable impact. Practice-theory is defined as a body of internally consistent propositions which serve as guides to the application of actions taken in the name of the profession. Practice-theory would make manifest both the ends and means of professional work, and would provide for a complete statement of linkages between ends and means. The examples given concern intervention orientations, seen as central themes in social planning practice in its community-focused aspects as pioneered by social workers. The following is an extract from Zweig's paper.

A Practice-Training Paradigm

Can the essence of practice theory be constructed in a form which will provide a training overview? Not entirely, perhaps, but a conceptual direction can be developed for use as a superstructure for educating social planners.

Termed a practice-training paradigm, and set forth in a series of propositions and corollaries, the following framework appears to be useful both as a tentative model upon which curriculum can be built and as a vehicle for communicating practice to learners in the profession.

- Prop. I. Given: American social planning is a profession; it is a group precipitated out of the Social Reform movement of the late 19th and early 20th Century with roots in church ethics and history and in the absolutist monarchies of Western Europe.
- Prop. II. Given: Practice is the planner in action which can be termed as action taken in name of the profession which can be termed as intervention within the context of the profession.
- Prop. III. Given: Intervention is aimed at making an impact upon a social problem -- i.e., rendering it no longer a problem (solution) or stemming it as it emerges (prevention) -- at the several levels of human life, e.g., individual-familial, primary and secondary group, and communal.
- A. Corollary: Taking the central value proposition of the profession to be "That it is good and desirable for man to fulfill his potential, to realize himself and to assist others in that realization within a social-political-economic context permitting widest limits of participation in that realization (i.e., with a minimum of externally imposed limitations)," the profession recognizes that certain conditions exist in society and in some of its members and in their interaction which threaten both the realization and the

context. These conditions may be termed social problems; they empirically are composed of three components; a group value; a threatening condition; group recognition of the necessity to take action against the condition.

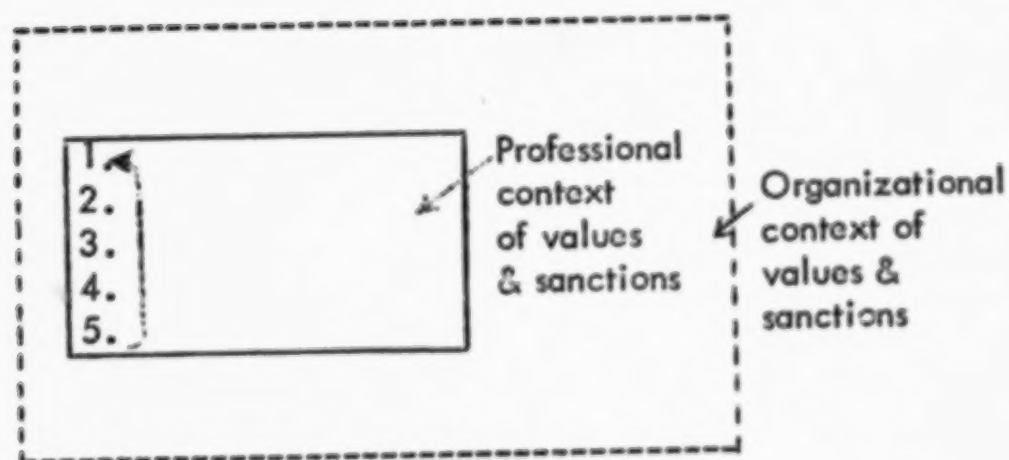
Prop.

IV. Given: From the frame of reference of the individual practitioner, professional intervention is a problem-solving process, i.e., action taken in the name of the profession against a threatening condition.

A. Corollary: Empirically, the problem-solving process is a disciplined series of steps calculated to appropriately and effectively make impact on the problem and to modify the practitioner's behavior depending upon the quality and quantity of the impact. The series of steps are:

Usual Designation	Process Elaborated for More Precision
1. Study	1. Assessment (definition & statement) of the problem situation.
2. Diagnosis	2. Analysis of cause-effect relationships operative with respect to the problem.
3. Goal Setting	3. Formulation and priority ranking of intervention objectives both terminal and instrumental.
4. Treatment	4. Selection and implementation of discrete activities or inactivities cited as instruments to attaining the stated intervention objectives.
5. Evaluation & Prognosis	5. Evaluation of the quality and quantity of impact of the discrete activities selected in terms of the degree to which they satisfied the intervention objectives and had impact upon the problem situation.

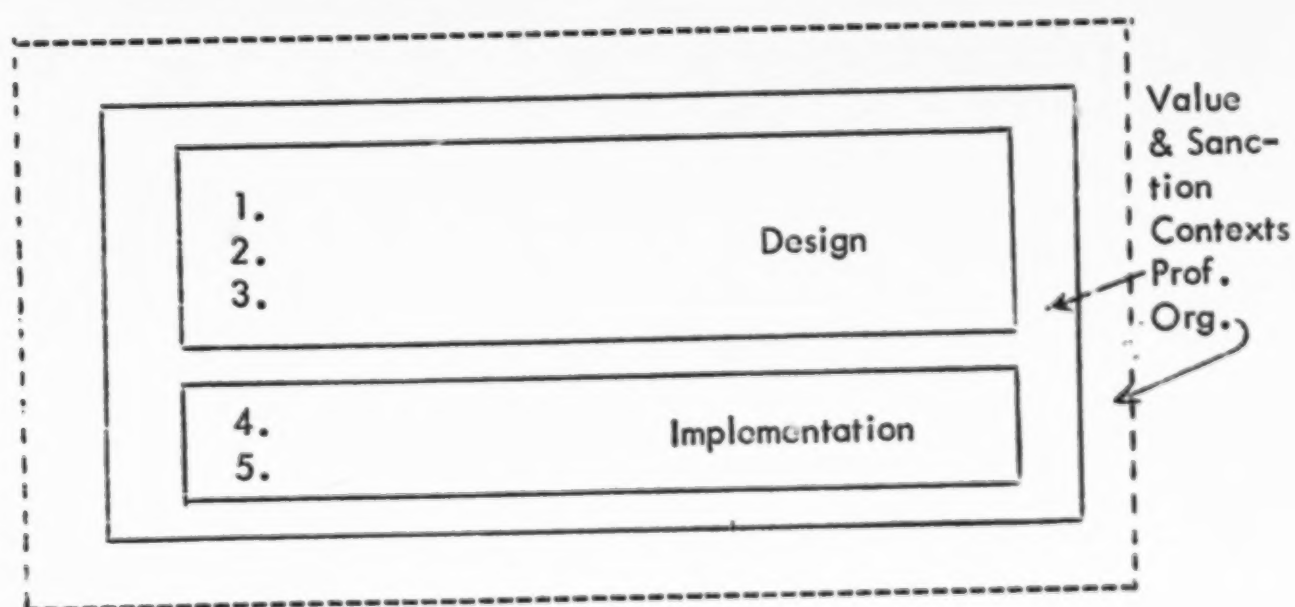
- B. Corollary: The problem-solving process takes place within the context of the values and sanctions of the profession (held to be primary) and of the organizational setting for practice (held to be secondary):



- C. Corollary: In the context of his practice, the individual practitioner plans his intervention (his problem solving) so as to be in a position to make the most self-conscious rational action choices possible. Planning is defined to mean linking the steps in a meaningful pattern. In so doing, he maps out and then carries out the intervention. Two phases of intervention planning are engaged: design and implementation.

Steps in Planning

Phases of Planning



Prop. V. Given: The three aspects of social planning (individual-familial, group & community) have the foregoing in common and are differentiated by two factors: (1) the nature of the social problems addressed; (2) the nature of the client target.

A. Corollary: The community consists of three general segments which are client-target types: (1) disadvantaged populations; (2) service organizations and their respective constituencies; (3) federative or associative segments which seek to regulate the interaction among service organizations and their constituencies.

Prop. VI. Given: Social problems are, empirically, by-products of processes of continuing social change. Four characteristics of social change in American and Western society -- industrialization, immigration, urbanization and bureaucratization -- constitute the primary social change themes from which modern social problems have emerged.

A. Corollary: Social change themes and social problems occur at the highest levels of societal functioning (e.g., nationwide) and are reproduced in those lower units in which society's functions are carried out (e.g., state, local communities and neighborhoods.)

B. Corollary: There are variations, empirically, in the nature of the lower units and the themes and the problems become expressed in variant, but recognizable ways.

C. Corollary: Two kinds of problems confront communities:

(1) Substantive -- i.e., those which are manifest by populations and which are easily recognizable as threatening conditions -- e.g., poverty, mental illness,

discrimination, urban blight, inadequate education, etc., etc.

(2) Processual -- i.e., those conditions of the relationships among groups in the course of their interaction which stimulate, or permit the existence of or block the solution of substantive problems. Three general types at the community level can be empirically identified:

- (a) Defects in the competitive position of a population.
- (b) Service Organization mis-, dys- or malfunction.
- (c) Interorganizational conflict.

D. Corollary: Processual problems are intervening obstacles to substantive problem solution. By transitivity, if processual problems are not dealt with, direct impact on substantive problems becomes minimal.

Prop.

VII. Given: Social policy is that body of laws, procedures and practices of groups in society, at various levels, which regulate the interaction among individuals and their relationship to the society of which they are a part.

A. Corollary: Empirically, social policies may be formal or informal, i.e., expressed in the letter of the law or exercised within the legal framework but without legal status. An example of a formal social policy is a state law spelling out adoption procedures. An example of an informal social policy is a set of codes and procedures adhered to by adoption workers in going about their jobs which has attained the status of a regular pattern of action.

B. Corollary: Social policy tends to encompass and legitimate processual problems, sometimes directly and sometimes indirectly. This is done at the several levels of society.

C. Corollary: Insofar as social policy permits or defends the existence of processual problems, the social planner's intervention becomes keyed to changing social policy. In short, social policy modification becomes the way of making impact upon processual problems.

Prop. VIII. Given: Both phases of planning the intervention -- design and implementation -- are geared to affecting social problems -- substantive through processual and processual through social policy change.

A. Corollary: Several classes of design tools can be cited as the instruments to be used in the design phase of intervention planning.

(1) Tools for delineating the problem -- including but not necessarily limited to measures of incidence and prevalence of the threatening situation; assessment of which groups perceive the existence of the problem, and designation of which groups feel the necessity of taking action against it.

(2) Tools for explaining the emergence, endurance and impact of the problem -- including but not necessarily limited to concepts concerning the nature of social phenomena as these are manifested and interact at the various levels of human social organization, beginning with humanity (i.e., the nature of human nature), the nature of the socio-cultural sphere, the nature of the social system and its component sub-systems -- the polity and the economy -- as these are manifest in the vertical scale of society, i.e., nations,

states, communities, groups and personalities.

- (3) Tools for describing and delineating Client-Target populations -- including but not necessarily limited to demographic-ecological characteristics and patterns, social and economic resources, stratification and power factors, structural and functional attributes and patterns of change.
- (4) Tools for setting forth the value assumptions of the practitioner and those party to the intervention -- including but not necessarily limited to self-awareness on the part of the practitioner, identification of value and ethical factors derived from the profession, the organizational role factors environing the intervention, and the objectives of the intervention -- both terminal and instrumental -- as these predate or emerge from the design of the intervention.

8. Corollary: The implementation phase includes five central emphases, general categories of discrete intervention activities geared to the attainment of intervention objectives.

- (1) Attaining a sufficient level of recognition for a problem that it becomes elevated to the status of an issue, i.e., that there is sufficient awareness of the need to take some action.
- (2) Action to elevate an informal social policy to a formal social policy.
- (3) Institutionalization of a new formal policy.
- (4) Modification of an existing formal policy.

(3) Repeal of an existing formal policy.

C. Corollary: The above emphases, stated in a passive rather than in an active sense, also constitute categories of discrete intervention objectives.

D. Corollary: Several classes of implementation tools can be cited as middle-range categories of discrete intervention activities.

(1) Tools for achieving collaboration and consensus -- including but not necessarily limited to techniques of involvement, education, collaborative action.

(2) Political Tools - including but not necessarily limited to techniques of negotiating, bargaining, coercing or the deliberate formation of coalitions and alliances, of fostering or harnessing conflict.

(3) Social Action Tools - including but not necessarily limited to organization of pressure and protest groups and development and utilization of means of public inspection.

(4) Economic Tools - including but not necessarily limited to the allocation of resources, the purchase of services and the establishment and utilization of accountability procedures.

(5) Legal Tools - including but not necessarily limited to the exercise of legislative techniques (e.g., writing and seeking passage of legislation, utilization of initiative, referendum and recall), the employment of appeal procedures in administration contexts, the execution of the means for judicial review.

- (6) Feedback Tools - including but not necessarily limited to the channeling of information, the evaluation of the impact of a given course of action and the control of the communication of that evaluation.

E. Corollary: Social policy change can be initiated at any of society's several levels -- i.e., neighborhood, local community, metropolis, state, region, nation, culture, humanity. With the maximum impact level of social policy and programs in the United States finding their locus at higher levels, the levels of problem genesis, there is a tendency for lower level action to be directed vertically upward.

Prop.

IX. Given: The impact of the implementation phase is measurable, and measuring devices must be built into the implementation phase prior to execution in order to assure accurate reflection of two kinds of results: changes brought about with respect to social policy; changes brought about, subsequently, with respect to substantive problems.

A. Corollary: Two general and overlapping classes of measurement are possible: qualitative measurement and quantitative measurement.

B. Corollary: Qualitative measurement is especially adaptable to social policy changes. Some major techniques are participant observation, case studies and content analysis. Survey research may also prove useful and is the link to quantitative measurement.

C. Corollary: Quantitative measurement is especially adaptable to substantive problem changes. The major technique of choice is the experimental design. Survey research may be utilized often and is the link to qualitative measurement.

Intervention Orientations

A student or practitioner must have a shorthand way of orienting his intervention efforts, a means to locate himself with respect to purpose, time, place and people. Is it possible to extract a set of generalized intervention objectives from the constructs prescribed above? If it were, a set of ideal type design categories would be created, thereby simplifying the first three steps of the problem-solving process, shaping the direction of the implementation phase.

Posing the three generalized intervention objectives on one axis and the three generalized client targets on the other axis of a table, it is possible to synthesize three intervention orientations -- Advocacy, Innovation, and Exchange -- which appear to be central themes in social planning practice.

Client-Target Types

INTERVENTION OBJECTIVES	<u>Disadvantaged Pop.</u>	<u>Organization</u>	<u>Inter-organizational Unit</u>
	Advocacy		
		Innovation	
			Exchange
Improve- ment of competitive position			
Enhance Org. functioning			
Conflict mediation			

Advocacy clearly implies that the social planner is the upholder and supporter of his client-target. Advocacy places the planner in an action direction where he, as an active change agent, seeks in planful, rational ways to assist the client-target move from a state of relative powerlessness over its problems and affairs to a state of relative powerfulness. This must be so if the unit has been unable to compete or has been continuously exploited in the industrial-market society. The planner must attempt to assist the client-target's competitive position and to effect this he has to maximize its latent power or borrow power from another entity. He seeks to assist the client target in two ways: to effectively

express requirements and to effectively move to satisfy those requirements.

Taking Innovation to be the alteration of what is established by the introduction of new elements or forms, the planner seeks, by a variety of yet-to-be explicated techniques, to change the nature and functioning of organizations to better accommodate those whose competitive position makes solution of difficult problems impossible. He seeks to achieve adjustments if not reversals, in the ideologies, mandates, and functioning of the major organizations which claim to meet people's needs. The social planner is most often concerned with those organizations which are part of the social welfare system, but the Innovation approach has general applicability. The Innovation orientation then is tied to the second major processual problem, the mis-, mal- or dysfunction of organizations directed at social problem solutions.

Linking up an intergroup client-target to an interorganizational conflict mediation intervention objective yields a third central intervention orientation: Exchange. An Exchange orientation specifies that the planner acts in a way so as to achieve consensus on ends and means, to fortify or modify organizational jurisdictions and domains, to stimulate collaboration among organizations, to gain recognition and acceptance of pressing community problems within the inter-organizational system at hand. Again, the techniques for accomplishing the above remain to be catalogued, but the processual problem of focus here lies in the realm of interorganizational conflict, which tends to sap the energies of clusters of organizations, diverting them from their stated service objectives.

Now it can be expected that Advocacy, Innovation and Exchange orientations can be used solely and singly. It is suggested, however, that these emphases are more commonly used in tandem, in overlapping sequence, or simultaneously for any given problem. While achieving a power increase for a neighborhood (Advocacy) may constitute the primary part of his professional emphasis, the practitioner may find it subsequently or simultaneously instrumental to seek Innovation to make such a shift possible or to implement it, and a subsequent orientation to Exchange may be necessary to sustain the shift by precluding a defeating reaction by parties of interest to the change. Thus, intervention orientations can be ordered hierarchically in response to a given problem and according to a linear set of objectives and timing posed by the practitioner.

The important point is this: It is necessary that the planner be conscious of the intervention orientation guiding his practice at any given point in time.

APPENDIX C

SOCIAL PLANNING COURSES FOR 1968 - 1969

Recommendations for modified coverage and emphases in adapting the experimental courses as standard course offerings are summarized under their current course numberings. These follow a new master numbering system adopted last spring, and thus differ in some instances from those shown in Appendix A. However, cross-reference to the Appendix A material can be made by comparison of titles.

In addition to the planned consolidation of the six experimental courses into five during the 1968 - 69 academic year, a Social Planning Practicum is being added as a new course sequence. The field placements arranged for the practicum during the coming year have also been listed.

UPL 505, a generalist course rather than a social planning one, is included in this list because of increased emphasis in our social planning curriculum upon research capabilities.

UPL 530 Social Planning Principles (3 Hrs.) Fall. Basic introduction to social planning. Provides broad overview of social planning, both historical and contemporary, and theoretical foundations for later courses in sequence. Required for majors. Recommended for all other planning students in program as elective. Team taught by social planning faculty; Carrigan in charge.

UPL 533 (Title open) (3 Hrs.) Winter. A combination of previous courses, "Man and the Urban Environment" and "Behavioral Bases for Planned Change." Detailed attention to health-related topics has been reassigned to new course offerings in the specialization area of comprehensive health planning. Stresses social planning theory and the application of scientific knowledge to social problems and social planning, the individual and community, conflict, cooperation and change. Draws from all behavioral science disciplines, but emphasizes psychology and sociology. Required for majors. Graetz and Doyle, with guest participants.

UPL 534 Policy Planning for Social Change. (3 Hrs.). Strong case study approach to problems of implementing change through policy decisions at various levels. Includes community development and community organization principles and practice. Elective for majors; intended for administrative planners as well. Ehlers.

UPL 531 Experiential Foundations of Planning Practice. (3 Hrs.) Fall, Spring. Increased emphasis on the interplay of human potential and the quality of social institutions. New description: "Grounding of planning theory in personal knowledge. Preparation for professional practice through group techniques for improving personal awareness, interpersonal relations, and organizational effectiveness. Exploration in relating personal experience and social values to the formulation of planning goals and the implementation of plans." Recommended for all students. Graetz.

UPL 505 Planning Research (3 Hrs.) Fall. Increased time devoted to developing an understanding of the relevance of research to the social process. Involves practice in literature review, proposal writing, and interpretation of findings. Required of all students. Doyle.

UPL 541 Physical Environment and Social Behavior. (3 Hrs.) Winter. Essentially unchanged, except that research project begun in UPL 505 may be coordinated with research requirement in this course. Recommended for all students. Carrigan and Graetz.

UPL 591 Social Planning Practicum. (3 Hrs.) Fall, Winter, Spring. Each quarter required of all majors. Positions are assigned in a wide variety of agencies and organizations in Tallahassee which provide students with opportunities to learn while working in social planning. Supervision is

provided both within the agency and from a faculty advisor. Students participating form a seminar group under faculty guidance in which they share experiences, learn from one another, and coordinate projects involved in course work. Doyle and social planning faculty.

Provision for practicum positions, 1968 - 69.

Approximately 15 hours a week to be spent on the job. All students receive financial support either from the agency, from departmental traineeship, or both. A number of agencies working in the social problem field were contacted to determine their interest and willingness to cooperate. The following position commitments were arranged:

1. Tallahassee-Leon County Community Action Program, Inc. Mr. Edwin T. Smith, Director. Two students, to work directly with the agency head. Attempt to develop program related to community organization for housing needs. (Traineeship)
2. Human Resources Clearing House. Mr. Herwald Price, Director. Two students to work with Director Price on coordination of volunteer services and new program development. This agency needs to broaden its base of operation. Students will have great freedom to develop with the community and the agency. (Traineeship)
3. Leon County United Fund. Mr. George W. O'Brien, Director. One student to work as administrative aid to the Director. Special projects and liaison with member agencies. Research opportunities concerning planning and council functions. (Traineeship probably required)
4. City Planning Agency - Tallahassee. Edward Mack, Director. One student to work with Urban Renewal, Workable program certification, housing and relocation. Liaison between planning and City Commission - Mayor. (50 - 50 matching funds.)
5. Division of Youth Services - State of Florida. Mr. O. J. Keller, Director. One student to work under direction of Mr. Keller in laying groundwork for long range comprehensive plan for the State in area of Juvenile Delinquency Prevention and Control. Initially to draw up a planning grant proposal to be submitted to H.E.W. Later, active involvement in the planning process, especially at the level of community services and programs for youth. (50 - 50 matching funds.)
6. State Office of Planning and Budgeting. Mr. Homer Still, Director. Student to work directly under Director on a project concerned with formulating state long range goals and objectives. (50 - 50 matching funds.)

7. State Office of Comprehensive Health Planning. Mr. Robert Roesch, Director. One student to work with Mr. Roger Barnaby, Director of Research. Assignment on a project basis as needed, with commitment to exposing student to all aspects of the office's operations, including work with area-wide councils. (50 - 50 matching funds.)

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ABSTRACT						
A prototype curriculum in social planning has been formulated and evaluated at Florida State University. Six new courses were developed and are being continued on an operational basis as the core of a Social Planning specialization, conducted in the context of a two year master's degree program of the Department of Urban and Regional Planning for preparing professional planners. The procedure involved four stages of activity: (1) An exploratory study in which educational needs to be met by the proposed curriculum were reviewed in a workshop attended by nationally prominent consultants and interested governmental representatives. (2) A second workshop which reviewed the dimensions of the curriculum, established in terms of specifications for a set of experimental courses. (3) Implementation during the academic year 1967 - 68, with evaluation in this live situation carried on concurrently with each of the experimental courses. (4) Comprehensive evaluation of the program during the closing months of the project, in the context of long range plans to provide social planning specialization at both the master's and doctoral level. Course outlines, conceptual background material, and recommendations for continued evolution of the new courses are included. Communication is invited regarding further details of the model curriculum outlined in the report.						